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Adding a Course to the Curriculum? Dilemmas and Problems

Ayşe Baş Collins

ABSTRACT. The “knee-jerk” implementation of curriculum without study, understanding, proper implementation, and follow-up monitor cannot assure a purposeful addition to educational programs. This research was conducted to assess the effectiveness of a new course (Co-Op Management Applications, or CMA) added to the curriculum at a higher-education level. Course effectiveness was assessed from all stakeholders’ perspectives; students, sector representatives, school administration, and instructors. Data were collected through questionnaires and interview schedules and subjected to quantitative (descriptive) and qualitative (content) analysis.

The findings show that a representative “needs assessment, facility analysis, and force field analysis” was not conducted during the course development and implementation. Further, the proper monitor of student assessment was not being conducted. It is apparent that a meaningful work experience was being imparted to the students. Early monitor and evaluation could have potentially assured that the students benefited and achieved the course intentions before going forward. doi:10.1300/J172v06n04_04 [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2006 by The Haworth Press, Inc. All rights reserved.]

Ayşe Baş Collins is Assistant Professor, School of Applied Technology and Management, Bilkent University, Hosdere Cad. Cankaya Evleri, D Blok, Daire 1, Y. Ayrancı, Ankara, Turkey (E-mail: collins54@hotmail.com).

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BACKGROUND TO THE STUDY

“I just had a great idea, let’s add a course to our curriculum that will allow our second year students to have a first-hand look at the sector.” It sounded like a good idea at first and all the administrators in the department were in favor. That is how many courses get started; however, going from an idea to a successful addition to the curriculum does not always just happen. Planning is required if the desires of the stakeholders are to be met. Too often, we presume we know what is best for all the people involved and, without consulting them, make administrative decisions based solely on our own past experiences or intuitive reasoning. This is a game of hit or miss. When we hit, it is a win/win situation. But when we miss, students are the loser in the short term and the sector is the loser in the long term. The cumulative effect is a loss to education as a whole in that we grow laterally or may even take a step back. That is a failure of education to grow and enhance the body of knowledge. Some educators may view curriculum development as experimental deductive reasoning or a trial and error basis by which they, for expedience, do away with the middle ground, impose the solution, and refine the course work during the term of the course. In some cases this may actually work; however in many, it is doomed to failure.

In an applied subject area such as Tourism and Hospitality education, it is found that little consideration has been given to the fundamental basis for its curriculum (Smith & Cooper, 2000). The industry has dictated that the course of studies concentrate on service quality and standard skills rather than academic subjects (Smith, 1996). Moreover, there has been a slow realization of the importance of the general educational principles in curriculum planning. However, the “knee-jerk” implementation of curriculum without study, understanding, proper implementation, and follow-up monitor cannot assure a purposeful addition to educational programs.

Lundberg (1998, p. 26) proposed that courses are designed around a number of things. They may take on what the course designer has “experienced as a student, what teaching heroes or mentors do, what is currently popular, what colleagues proclaim or do, the ethos of the schools, instructional materials available” or “what instructors believe industry

wants.” Without unbiased data, what is presumed to be proper may be incorrect, outdated, or even totally flawed.

First of all, curriculum can only be meaningful in its context (Jenkins & Shipman, 1976). However, Smith and Cooper (2000, p. 91) emphasize that “while this is certainly the case for tourism and hospitality programs, it is vital that the curriculum is context related and not context bound.” Moreover, curriculum planning literature and theory should be examined to guide the process since the way “curriculum” is defined reflects the educational institutions’ approach to teaching and learning context. It can be “behavioral” (Tyler, 1949), “managerial” (Saylor, Alexander, & Lewis, 1981), “systems” (Hunkins, 1985), or “humanistic” (Weinstein & Fantini, 1970).

From this, we now have it that all activities regarding student/instructor interaction transpiring in the educational institution can fall under the realm of curriculum. Given that the institution knows its direction, other than financial survival, it is from this amalgamation of the visualization of the faculty’s target (Enz, Renaghan, & Geller, 1993) that curriculum development should evolve. Assuming that the sum of the parts equal the whole (the big picture), each course should be scrutinized, broken down, reassembled, weighted as to importance, and fitted into the puzzle so as not to conflict, but add to the student’s total learning experience. Curriculum development can take on many forms, but it, in essence, is the process by which we fit the pieces (courses) together to assure that our end product, not students, but learned individuals, graduate after a prescribed time and experience to go to lead a meaningful productive life.

Lunenburg and Ornstein (1996), as well as others, consider that instructors, parents, administrators, and students should take part in curriculum design committees. The specific needs of the students, society, and the sector should be addressed in the curriculum. Likewise, it has been stated that a majority of Tourism and Hospitality courses are established without any input from industry (Valachis, 2003), even though there is a strong desire on the part of industry to have a role in establishment of curriculum.

It is the fact that curriculum development should be a familiar, common, and ongoing activity among educators. It requires continuous decision making, expertise, time and effort from the related people (Oliva, 1989). It is not an activity that a single individual can carry out in order to add or remove courses from a program. Without planning, it may cause more harm than improvement: unhappy instructors, dissatisfied students, disappointed parents, wasted resources and, more than any of

these, a generation of individuals who have not fulfilled their desired education and training needs.

Lundberg (1998) advises educators to find the answers to the following questions while developing a curriculum: How is the phenomenon of the course understood? What paradigm should be predominant? What is the ideological allegiance? What is the instructional strategy? What types of course objectives are there and in what mix? What is the appropriate learning model? What is the appropriate depth of design intervention? What are the “learning givens?” And finally, what instructional methods are available?

This study was conducted to assess the effectiveness of a new course (Co-Op Management Applications—CMA) added to a university-level tourism and hotel management curriculum. It is obvious that the nature and quality of course designs have impact upon what and how educators teach, students learn, and careers are developed during higher education. As pointed out by Lundberg (1998), one should ask, “What is the motivation to design this new course?” This is one of the key points that this study surveyed. Although it was only a few years ago that the CMA was added to the curriculum, there exist unhappiness, dissatisfaction, and uncertainty among the general student population, instructors, and hotel supervisors. This situation brought on the following questions:

- Where did the problems occur?
- Why didn’t the new course suit the department curriculum?
- Is the problem that the department did not follow the stages of any “curriculum development model”?
- Were the stages such as “needs analysis,” “capability analysis,” and “force field analysis” conducted before the decision to add the course was made? (Buchele, 1962; Lewin, 1935; Nutt, 1989; Theuns & Go, 1992; Theuns & Rasheed, 1983; Tribe, 1997.)

This paper was constructed in order to evaluate the problems related to the recent change in curriculum. The following research questions were posed:

1. What was the motivation to add this course to the curriculum?
2. How effective is the framework of the course?
3. What recommendations can be made in order to answer deficiencies in the course?

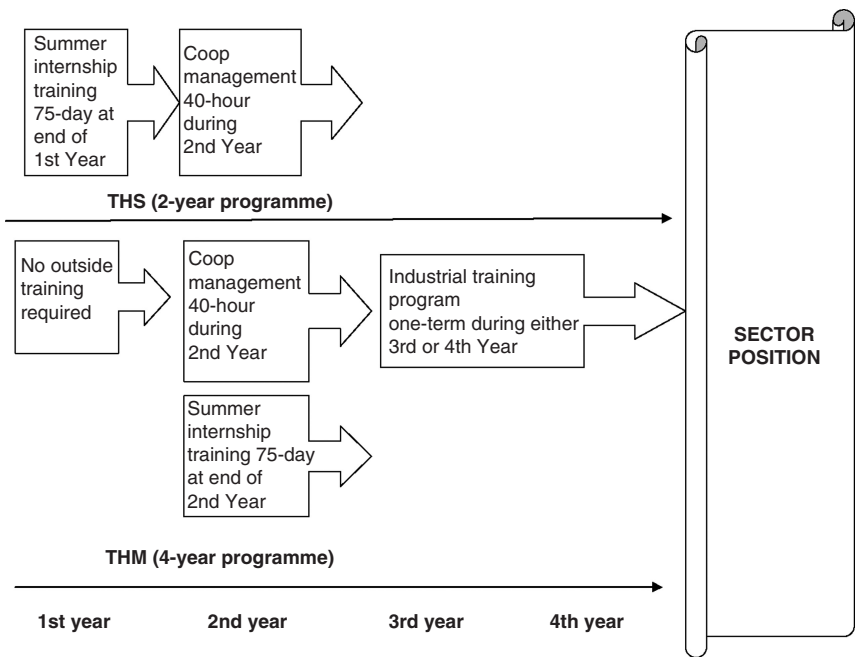
METHODS

Study Site

The research was conducted at the School of Applied Technology and Management. The school has two Tourism and Hotel Management programs: A 4-year Tourism and Hotel Management (THM) diploma and a 2-year Tourism and Hotel Services (THS) program.

Both programs follow curricula that prepare students to enter careers in hotels, restaurants, travel and tour companies, airlines, government agencies, and institutions. Programs require courses in sector experience (Figure 1). A staged approach is employed. The 2-year program students attend summer training (75 days) at the end of their first year. Whereas the 4-year students have summer training (75 days) at the end of their second year. Moreover, in either the 3rd or 4th year 4-year students are required to spend an entire term working in the sector (industrial training).

FIGURE 1. A Staged Approach to Experience



In addition to these training opportunities, CMA, which is the subject of this paper, was added to the curriculum in 1999. Both 2-year and 4-year program students are required to take the course during their second year. When the course was introduced it was applied to the whole student population regardless of their grade level. In order to complete the course requirements students must work at the university campus hotel for 40-hour of contact time with no credit or remuneration. One instructor is responsible to arrange the course and evaluate the students.

Measures and Sampling

Both quantitative and qualitative methods were used in the research. CMA effectiveness was assessed from all stakeholders' perspectives; students, hotel supervisors, school administration, and instructors. The sub-samples are shown in Figure 2. Data were collected through questionnaires and interview schedules. Two sets of questionnaires were prepared for the students and the hotel supervisors. Furthermore, interview schedules were used to solicit direct comments from some of the subjects. Members of the administrative board, instructors, and supervisors were interviewed individually. Group interview technique was applied

FIGURE 2. Study Sample

1. 192 randomly selected students out of total 282 that had completed the CMA since 2000-2001 academic year. The distribution of the students according to the departments where they worked was as follows:
 - 48% House Keeping
 - 19% Food & Beverage
 - 14% Banquet
 - 13% Kitchen
 - 3% Accounting
2. Twenty (20) supervisors from the hotel departments who worked with the students. The departments were: Front Office, House Keeping, Human Resources, Banquet and Kitchen.
3. Two (2) Administrative board members.
4. Eleven (11) randomly selected instructors.

to gather data from 53 students, in blocks of 5-6 individuals. Two-year and four-year program students were interviewed separately. Table 1 reports the breakdown of questionnaire and interview subjects. The data were subjected to quantitative (descriptive) and qualitative (content) analysis. Results were integrated with the information from written specimens such as CMA course document and department curriculum.

RESULTS

Research Question 1: What Was the Motivation to Add This Course to the Curriculum?

The results show that the department did not conduct a “needs analysis survey” before they decided to add the CMA to the curriculum.

When asked, “Who took part in the decision” and “What was the motivation to add this course to the curriculum?”, it was found that the decision was taken by the Administrative Board.

Two members of the Administrative Board noted that “the idea was simply to provide ‘more sector experience’ to the whole student population.” One administrator mentioned that:

[T]he department was compelled to enhance their existing program to assure that student contact time with the sector was greater than that of programs offered by other universities with similar programs. Therefore, it was the department’s idea and the hotel administration was approached to mature this idea.

When questioned regarding course addition input, it was stated by the board members that “neither student nor instructor” comment was solicited prior to “decision making” or “implementation” of the course.

TABLE 1. Breakdown of the Study Subjects

	Questionnaire (N)	Interview Schedules (N)
Students	192 out of 282	53
Hotel supervisors	20	20
Administrative board members	–	2
Instructors	–	11

All instructors interviewed stated that they were not consulted during the decision-making period. The instructors pointed out that they were only aware of the new course after registration began that academic year.

Given the close relationship between hotel supervisors and students, it was imperative that the supervisors be queried as to their opinions of the CMA. When considering the actual initiation of the program the majority of supervisors (80%) stated that they had no input into the program. One supervisor emphasized that the school administration might have worked with the hotel management during the decision-making process, however, they were not even notified regarding the program until the beginning of the semester, after the course was implemented. Another supervisor said "We started from scratch since we did not know what to expect and what was expected of us."

It was the common belief of students interviewed that the department added this course to the curriculum because the university campus hotel needed "free labor," and in support of this supposition many students found themselves only working in housekeeping. In a contradiction to this speculation, a majority of the supervisors felt that the hotel derived little value from the students. Only 20% felt that the students contributed any benefit to the hotel's needs.

Research Question 2: How Effective Is the Framework of the Course?

When considering the structure of the course, certain aspects are well worth noting. The first is "student awareness" of the course. The results show that more than half of the students (59%) were not aware of the aspects of the course. Among those that were apprised of the course, only 5% received information from the CMA instructor. The majority of students were informed by their friends (35%), their advisors (32%), and the department secretary (19%) or by other sources (1%), such as department Web page (consisting of only one short paragraph).

Students interviewed strongly emphasized that the CMA did not have a "detailed" course description on the Web page. It was expressed, "CMA is an 'application course,' therefore, it should have a handout or a comprehensive explanation on the web regarding 'what-to-do,' 'how-to-do.' " The majority of the students argued that no one should be simply expected to go to the hotel and work without a detailed course outline and objective.

Contrary to the students' opinion, the CMA instructor felt that it was impractical to prepare and distribute a handbook on this course and that; further, the students should take it upon themselves to make the "proper observations" during the course. The instructor, however, did not elaborate what was meant by "proper observation." The analysis of the responses to the Student Questionnaire is shown in Table 2.

Upon entering the course, there seemed not to be any "organized" orientation. Only 14% of the students had the chance to attend the orientation given by the department prior to placement. On the other hand, 80% received orientation from the hotel. This appears to be due to the fact that no one, in the department, knew how to handle the orientation dilemma; when or where it should have taken place. In affirmation of this confusion the CMA instructor pointed out:

The department enhanced its existing programs to assure that the students were ready to take their first steps into the field. Therefore, there was no need for orientation; the students should find their own way into the role of working in the hotel. This will simulate the real world, not a clinical viewpoint.

During their work experience, students were asked by whom they were evaluated on their performance. The results showed that students were evaluated by the department (17%), by the hotel (46%), and both by the department and the hotel (37%). In examining the evaluation, most students tended to consider the review as representative of their performance and, in that regard, considered it "important." The CMA instructor stated that the evaluation is based on attendance reported by the hotel and the instructor's own random monitor.

When considering the evaluation factors, students were asked to rate six specific aspects (performance, attendance, appearance, interrelationship with staff, job responsibility, and interrelationship with guests) on a Likert scale (1 being the Least important and 6 being the Most important). "Attendance" was judged as being the prime criteria followed by "interrelationship with staff." Following that was their "interrelationship with the hotel guests." Two other factors, those being "the job responsibility" they assumed and their actual "performance" was next, with "appearance" being the least-rated evaluation factor.

Supervisors were presented the same evaluation factors to rate. The results showed supervisors judging "attendance" and "job responsibility" as the prime criteria followed by "interrelationship with guests." Following that was actual "performance" and "interrelationship with

TABLE 2. Student Questionnaire (N = 192) (Results in Percentages)

Questions	Responses (%)					
	Yes	No				
1. Were you informed about the CMA by department before the program began?	41	59				
2. How were you informed?	Advisor	Internship Coordinator	Department Secretary	My Friends	CMA Instructor	Other
	32	8	19	35	5	1
3. Did the department provide an orientation for the CMA?	Yes	No				
	14	86				
4. Did the hotel provide an orientation program for the CMA?	80	20				
5. By whom was your performance evaluated?	Department	Hotel	Both			
	17	46	37			
6. Please rate the following factors as to their degree of effect on CMA evaluation	6 (Most important)	5	4	3	2	1 (Least important)
Performance	21	24	17	21	11	6
Attendance	71	19	10	0	0	0
Appearance	14	25	37	24	0	0
Interrelationship with staff	33	27	15	11	8	6
Job responsibility	21	29	19	17	14	0
Interrelationship with guests	28	20	24	12	9	7
7. What kind of opinions were you given by your friends?	Positive	Negative	No comment			
	10	52	37			

8. Do you believe the necessity of the CMA for your career?	Yes 36	No 64		
9. Should the CMA have to be a credited course?	72	28		
10. This working period affects my academic success	Positive 16	Negative 32	Not affected 52	
11. Did the CMA meet your expectations?	Yes 38	No 62		
12. To what degree were the courses you took relevant to the CMA?	6 (Very much) 2	5 9	4 14	2 22
13. To what degree does the CMA contribute to your other courses?	1 6 (Effective)	5 5	15 4 25	20 2 23
14. In a professional manner; in which degree the department was effective in the implementation of the CMA?	1	6	25	20
15. In a professional manner; in which degree the hotel was effective in the implementation of this course?	6	7	32	15

staff.” Supervisors, as with the students, rated “appearance” as the least important factor among the others. The CMA instructor felt that the real intent of the course was for students to observe the inner workings of the hotel. This only required their presence in the hotel and he only maintained an informal monitor of “student attendance.” The responses to the Supervisor Questionnaire are given in Table 3.

The CMA was presented to both current student body and new incoming students. Fifty- three percent of the students received negative opinions regarding the CMA from their friends. One student interviewed said:

When CMA was added to the curriculum the whole student population was required to take the course. This means even if you were a 4-year degree student and you have already taken your 75-day summer internship training and 3-month industrial training you were still required to take CMA.

Another student mentioned that this is even against the idea of adding this course to the curriculum, in that, “the idea is to give the students an ‘early first impression’ of the sector.” One student added that the CMA could never be the “early first impression” for 2-year degree program students since they will always have their summer training at the end of the first year.

Only 10% of the students gave positive comments regarding the CMA. Most students felt that they had a more positive impression from the summer training and industrial training since they were of more benefit to future careers. Similarly, a majority of supervisors (80%) stated that most students had negative impressions of the CMA work experience.

From the survey, 64% of the students considered the course unnecessary in regard to their future career.

It was the intent of the course to contribute to the students’ academic success. Many students (52%) said that the CMA did not add any value to their success, whereas, 32% said that the course had a negative effect. Only 16% said the CMA had a positive effect. When asked if the CMA had met their expectations, 62% thought that the course did not meet their expectations.

Students were asked to rate the “relevance of other course work on their CMA experience” on a Likert scale (1 being “Not at all” and 6 being “Very much”). Thirty-three percent felt that courses attended prior to CMA did not help with the work experience. Only 2% rated the courses as being relevant. The remaining students surveyed were indecisive as to either extreme.

TABLE 3. Supervisor Questionnaire (N = 20) (Results in Percentages)

Questions	Responses (%)					
	Yes				No	
1. Did the department take your opinions before the CMA was added to the department curriculum?	20				80	
2. Did you make any preparations for the CMA at the beginning of the term?	40				60	
3. Do you think 40-hour of working period is sufficient for the CMA?	40				60	
4. What kind of reflections did you derive from the students regarding the CMA?	Positive				Negative	
	20				80	
5. Were students helpful to the hotel operation?	Yes				No	
	20				80	
6. Please rate the following factors as to their degree of effect on evaluation	6 (Most important)	5	4	3	2	1 (Least important)
Performance	30	15	15	25	5	10
Attendance	80	20	0	0	0	0
Appearance	5	5	10	5	15	60
Interrelationship with staff	25	35	10	15	15	0
Job responsibility	80	20	0	0	0	0
Interrelationship with guests	35	30	15	10	10	0
	6 (Effective)	5	4	3	2	1 (Not effective)
7. To what degree do you think the CMA is effective?	0	5	10	5	20	60

TABLE 3 (continued)

Questions	Responses (%)					
	0	5	5	10	5	75
8. To what degree do the students take the CMA seriously?	0	5	4	3	2	1 (Not at all)
9. To what degree do the students meet your expectations?	6 (Very much) 0	5 0	4 0	3 0	2 20	80
10. To what degree does the CMA meet the expectations of the students?	0	0	0	30	25	45

Inversely, students were asked to rate “the contribution of the CMA experience on their other course work” on a Likert scale (1 being “Not at all” and 6 being “Very much”). Forty-one percent felt that there was little, if any, contribution to their learning experience. While only 1% felt that there was a positive contribution of the course on their learning experience. The remainder were indifferent.

When asked, if expectations are met, the results showed that all supervisors felt that the students did not meet their expectations. Unfortunately, the same is true of students’ expectations as well. The results indicated that supervisors did not even consider the course as meeting the students’ expectations.

Research Question 3: Recommendations for Improvement

When examining overall CMA effectiveness, the survey considered a representative student sampling regarding their perspective on both the School’s and hotel’s effort in CMA implementation. In a Likert scale of 6 (1 being Ineffective, 6 being Effective) both the department (20%) and the hotel (15%) were considered ineffective by student respondents. Similarly, a majority of the supervisors (60%) did not consider the course “effective.” Most supervisors (75%) thought that students do not take the course “seriously.”

Students made the following recommendations regarding the course. It was suggested that the course be given for credit (72%). It was the common opinion of the students interviewed that “in this way they would have more incentive to perform in a constructive manner.” They also emphasized that they should be given more responsibility during CMA experience.

The CMA instructor felt that the benefit derived from the course could only be determined by the students:

If they choose to take more responsibility, then they would be the ones that gained more insight from the course. This course was directed more toward a self experiment and experience which would ultimately lead the students to being innovative and self reliant. The overall policy, except for attendance, was laissez faire.

One surprising suggestion was that the course should be “cancelled” altogether. Other suggestions were contradictory such as fewer working

hours versus increased working hours. There, however, was a common statement that the department should assess the whole course and make meaningful changes, accordingly.

Supervisors' suggestions mirrored those of the students. They felt that the course should be a "credited" course. By doing so, they considered the credit would motivate the students. Supervisors (60%) do not even think that 40 hours of working period is sufficient for the CMA experience. However, they still stated that the students should take the course more "serious" for even this short period of time. It was also felt that student schedules were not being taken into account and the department should be more considerate to this problem. Finally, as this course was being phased in, students who had gone through the other parts of the internship course were required to take the CMA. The supervisors felt that this was not necessary and even created the negative impression.

DISCUSSION

When adding a course to the curriculum the ultimate goal should be to assure that students benefit in both theory and/or practice. In those courses directed towards the workplace experience, rather than textbook-like scenarios, personal experimentation can and should be used to achieve insights (Kiser & Partlow, 1999). As students apply their classroom knowledge, they learn that things do not always fit into a set recipe. However, this experimentation needs both channelling and reflection, even shared experience discussions. At no point in this course is there a defining moment, where students come to a realization that there is meaning and purpose to the CMA.

When considering the findings of this study, it is obvious that the needs of the stakeholders were not taken into account, as is consistently suggested in curriculum development literature (Lunenburg & Ornstein, 1996; OECD, 1998; Valachis, 2003). The decision to add CMA was instituted without input from the active participants; that is, the students, instructors, and first-line supervisors of the hotel. Though a quasi-need analysis appears to have been performed using only upper department administrators and head hotel management, no further force field analysis was performed in order to identify the main drivers and inhibitors acting on the planned change, with a view to enabling an easier implementation (Lewin, 1935; Nutt, 1989). Due to the lack of the stakeholders'

involvement, the perceptions varied according to the particular group. In reality, there was a considerable difference between the “formal curriculum” (institutional implementation) and “experiential curriculum” (experience gained by students) (OECD).

Lunenburg and Ornstein (1996) point out that new curriculum designs should be compared with those currently in place to determine advantages and disadvantages. Various aspects should be compared such as cost, facility needs, personnel needs, the existing course relationship, class size, and even scheduling. The educational institution’s goals and objectives should be considered, however it should not limit the criteria for curriculum especially if we are going to offer comprehensive courses of study. In other words, there should be no sacred cows. In our case, there were actually two other similar courses (summer training and industrial training) providing students the first-hand sector experience. However, not enough comparison was made contrasting the new course with the two existing courses.

It is obvious that the experiences students gained from the course were not being monitored. Most were negative and did not provide a positive reinforcement to the students’ career choice. This vital link, which the department could have utilized in order to make corrections, early on, was ignored. Further, the students’ and supervisors’ suggestion that the course be a credited course was not taken into account. This would in a sense raise the student’s interest level.

This aspect should have been paramount as shown in the study. The CMA instructor should have provided strong control and supervision function. Close monitoring of student activities, other than attendance, should be stressed. Supervisors are generally seen as the prime resource to the students. They provide a direct source of advice and listen to student problems, complaints, and feedback. As stated above, those times can be used to produce the “defining moments.” When new courses are added, the school should set a single-point instructor that takes positive control making sure that there are specific “assignments and feedback,” even providing the students with “encouragement, reinforcement, and counsel,” but assuring that “the student accepts responsibility” (Foucar-Szocki, 1992, p. 269). In our study this was not considered much enough.

First impressions are vitally important, especially in the educational process. This course was intended to be the initial introduction to the sector. In that regard the course failed to assure that the students obtained a positive first impression and, in turn, many students passed on negative feelings to the upcoming ones. This ripple effect is more damaging to the experience due to the fact that the new student enters with a

prejudice, whether justified or not. It is recommended that the university should organize a feedback system by which multiple sources provide input. This input could then be cross-referenced to assure accuracy and, thus, note problem areas.

Given the shortfalls listed, the course, though well intended to augment the phased overall course approach, fell short of its goal. At a minimum it should be redefined and committed to a structured course listing: (1) course objectives, (2) course requirements, (3) division of administrative duties, (4) coordination of hotel/department supervision and scheduling, and, (5) assessment of fulfillment of course objectives. While doing this, the differences among the layers of perspectives should be considered regarding the ideal, formal, perceived, operational, and experiential curriculum (OECD, 1998).

The major concern of no formal orientation program or a handbook setting out what was expected of the students left the students guessing as to what they will face and what they should be looking for from the course. This lapse leaves students wanting more, such as responsibility, and not knowing how to improve their educational experience. They for the most part only contributed attendance.

Given the responses from both the students and the supervisors, it is apparent that a connection is not made between course work and the work experience, as was desired. This can be directly attributed to the fact that there was no "organized pre-course planning." Early monitoring and evaluation could have potentially solved a great number of the problems.

In general terms, the whole course should be reviewed and meaningful changes made to assure that students benefit and achieve the course intentions before proceeding further. It should enhance his/her ability to effectively enter into subsequent phases. The role of the course instructor should be reviewed. As is pointed out in various researches (Collins, 2002, p. 93; Jones, 1994, p. 62) the instructor is directly responsible for "assisting students to develop learning objectives and build experience." Therefore, responsibilities should be adjusted to assure intended goals are met. This role is the key to assure success of the new course. The overall effectiveness of the course rests with how the instructor implements the curriculum.

To summarize the lessons to be learned from the outcome of this study:

- Conduct a representative "needs assessment, facility analysis, force field analysis,"

- Compare the new course with the current ones,
- Establish a well-defined goal for the added course,
- Solicit input from as many stakeholders as possible,
- Evaluate the data secured and compare them to the perceived goals,
- Assure the course is implemented with a clear understanding to all parties involved,
- Monitor and control the desired experience is being imparted, and
- Reevaluate the finding over specific defined intervals.

In looking at the original intent of the course, that being to increase sector contact, the course could have given that added edge to the students if it had been handled properly. We should as educators be able to back up take an objective look at our handywork, make corrections and move on, having actually come through our own learning experience. The thought process which is given to adding a course to the curriculum must be a shared responsibility; students, instructors, administrators and even the sector need to be drawn into the decision-making process. Let's not just add another course to the curriculum; let's add a course that counts.

POST-NOTE TO STUDY

Some time has passed since the CMA was added to the curriculum. The course has transitioned itself into the hotel operation. The hotel, in order to try to derive a benefit for both the students and the hotel, has taken on the role of providing an "effective" orientation program. The HR director for the hotel also keeps track of attendance of the students.

It is still a "no credit" course and it would seem that attendance remains the only criteria for a pass/no pass grade. Some of the present students have also been surveyed for their feelings regarding the course. There is a somewhat more positive view of the course, but the fact remains that "no credit" is resented by students.

In broad terms, the course has grown or has morphed into a fairly well functioning learning experience. It did have growing pains. But now adds to the overall development of the students and the department. This shows the importance of curriculum development process prior to any addition to the existing program.

The study's recommendations stand.

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